**Français 3**

**Examen Semestriel – Format**

**Exam theme: les logements**

**Interpretive Reading – 30%**

* Administered during the exam period
* Two Authentic Readings about housing and *tâches ménagères*
  + 1 Infograph
  + 1 Text
* Multiple Choice Questions
* Short Answer Questions
* Key Word Recognition
* Identify Supporting Details
* Make inferences

**Presentational Writing – 50%**

* Administered during the exam period
* Task 1: Comparing and contrasting a traditional French home to an American home
  + [Rooms](http://quizlet.com/28443241/fr-3-u1la-les-pieces-de-la-maison-flash-cards/)
  + [Elements of a house](http://quizlet.com/29054256/fr-3-u1la-les-elements-de-la-maison-flash-cards/)
  + [Furniture](http://quizlet.com/28869588/fr-3-u1la-les-meubles-flash-cards/)
  + Activities done in various rooms
* Task 2: Describing what household chores you and your family did to clean your house.
  + [Chores](http://quizlet.com/30251232/fr-3-u1lb-les-taches-menageres-et-les-electromenagers-flash-cards/)
  + [Rooms](http://quizlet.com/28443241/fr-3-u1la-les-pieces-de-la-maison-flash-cards/)
  + [Appliances](http://quizlet.com/30251232/fr-3-u1lb-les-taches-menageres-et-les-electromenagers-flash-cards/)
  + [*le passé composé*](https://conjuguemos.com/activity.php?language=french&id=14&source=public&type=verbs) */* [irregular past participles](http://quizlet.com/29821627/fr-3-u1lb-les-participes-passes-irreguliers-flash-cards/)
* Elements to incorporate in both writing samples:
  + Cultural knowledge about housing in France (See organizer completed in class.)
  + 2 well-developed paragraphs
  + [Transition Words](http://quizlet.com/64417984/fr-3-u1-les-mots-de-transition-flash-cards/)

**Writing Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4**  **Exemplary** | **3**  **Proficient** | **2**  **Developing** | **1**  **Below Standard** |
| **Task completion** | Completion of the task. Ideas are well developed and well organized. | Completion of the task. Ideas are adequately developed and organized. | Partial completion of the task. Ideas are somewhat developed with some organization. | Minimal completion of the task. |
| **Comprehensibility** | Text is readily comprehensible, requiring no interpretation on the part of the reader. | Text is comprehensible, requiring minimal interpretation on the part of the reader. | Text is mostly comprehensible, requiring interpretation on the part of the reader. | Text is barely comprehensible. |
| **Level of discourse** | Use of paragraphs with some transition words. | Use of paragraphs with 1 or 2 transition words. | List of sentences with 1 or 2 transition words. | Lists of sentences, no transition words. |
| **Vocabulary** | Rich use of vocabulary and idiomatic expressions. | Adequate and accurate use of vocabulary, which is level appropriate. | Somewhat inadequate or inaccurate use of vocabulary that is not level appropriate. | Inadequate or inaccurate use of vocabulary. |
| **Language controls** | Good control of basic language structures. | Fair control of basic language structures. | Poor control of basic language structures. | Little to no control of basic language structures. |

**Interpersonal Speaking – 20%**

* Conversation with a random partner
* Begun the **WEEK BEFORE EXAMS**
* 6 possible questions, 4 will be chosen randomly by the students
  + Quelle sorte de logement habites-tu? Comment est-il?
  + Comment est ta chambre?
  + À part de ta chambre, quelle est ta pièce favorite?
  + Quelles tâches ménagères est-ce que les membres de ta famille font?
  + Quel(s) électroménager(s) est le plus important? Pourquoi?
  + Qu’est-ce qui est à l’extérieur de la ta maison?
* For each question…
  + Partner A asks B a question. Partner A will ask a follow up question based on B’s answer.
  + Students will change roles.

Speaking Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Response to prompt is complete and detailed. A few minor errors that do not interfere with comprehension. | Response is mostly complete; some info lacking. A few major or minor errors that may or may not require interpretation. | Response is minimal; lacking much detail. Major and minor errors that impede comprehension. | Response incomplete or non-existent. Major errors that make it difficult to understand. |
| Follow-up question(s) encourage(s) a detailed response. | Follow-up question(s) encourage(s) a simple sentence. | Follow-up question(s) encourage(s) a one word response. | No follow up question was asked. |